

LOCAL ORGANISATION

The effectiveness of any organisation depends on the organising ability of its leaders. They must be properly directed with a view to the achievement of its aims and objects. Several factors contribute to the effectiveness of a leader in any given situation. In this paper we seek to map out guides towards an effective leadership in the home situation.

THE THEORETICS

Characteristics of Staff:

In this paper we shall refer to all members of the Committee or Executive as staff. A staff consists of a number of persons whose joint effort serves to accomplish a task. Their common goal lies in the work to be DONE.

- (1) there is a PURPOSE or overall TASK which calls for cooperative effort since there is more work to be done than one man can do alone.
- (11) there is some SPECIALISATION: members of the group may be assigned different tasks.
- (111) the workers are to an extent INTERDEPENDENT: what one does is related to and may depend on the work of another.
- (1V) there is a need for coordinating and reinforcing activities to ensure that everyone meets certain standards and that the work of each is successfully related to that of each other one and to the total effort.

Problems:

Life is a constant endeavour to find solutions to problems. It is therefore the task of the leader to remove all those obstacles which militate against the achievement of his goals and aspirations.

Human nature tends to allow wishes to affect one's thinking. It is more impressed with the immediate rather than the long range considerations; tends to favour those who support than than those who question our views. It is impossible for human beings to be objective about what is important to them because emotions (our wishes, fears, feelings of disappointment even anger) influence what we perceive and how we think.

Steps in Problem-solving:

1. IDENTIFYING needs and problems - by becoming aware of the problems through being sensitive to the kinds of needs that create them.
2. GATHERING INFORMATION about needs and problems - if one is willing to take action, the next step is to collect information about the problem: its extent, causes, outcomes and the range of possible lines of action that can be followed to solve it.
3. TAKING ACTION: Action of any type is most effective when it grows out of the careful diagnosis of problems and systematic plans to achieve goals.

5. **REVIEWING ACTION:** evaluating the results of the action to improve future efforts and to avoid the repetition of mistakes in working towards the goal. Evaluation is the testing of the whole problem-solving process: identifying needs collecting information, setting goals, planning and acting.

Communication:

The importance of this concept towards technical and social progress need not be overemphasised. It is through communication that people reach some understanding of one another and through which they influence and are influenced by others. It is communication which makes cooperation possible. Communication is essentially the sending of messages which evoke responses

Elements of Communication:

1. The communicator sends a message which conveys some content.
2. The Receiver responds to the content as he perceives it: communication and self-image

The self-image mediates between the inner self and other persons, for it is the way the individual presents himself to the world.

see diagram (i)

Often it is the person who sees something about us which is quite obvious and which the self-image will not let us reorganise in ourselves

Sender A _____ B Receiver

see diagram (ii).

1. What A communicates though he does not intend to.
2. What A intends to communicate

To improve communication:

1. Develop an atmosphere of mutual confidence and trust.
2. Correct distortions in communications through feedback. To create an atmosphere of mutual confidence and trust is a process of growth. Trust develops slowly, one trusts as one is accepted as one is, one is trusted as one accepts the other individual as he is. Fear of retaliation, reproach, criticism or condemnation are inevitable barriers to confidence. One speaks more freely as one becomes less afraid.
3. Be sensitive to one's feelings and know these influences, what we perceive and what we communicate.

4. must recognise that the other is a person of feelings who has a self image to maintain.
5. must accept and respect other's feelings which are authentic - respect his right to keep them. We may hope that with new experiences and new insight these may change.

Trust begins with oneself. As we live with and comprehend the implications of his thought, we endeavour as the SENDER of communication to accept to accept the other individual and to build security within him in order that he will feel more comfortable with himself and more free to accept and communicate his feelings. As we RECEIVE we must learn to listen from the sender's point. Too much must not be expected at once. FEEDBACK is communication which one gives back to another individual information about how he has affected us and how he has affected us and how he stands with us in relation to his goal and intentions- becomes easier as mutual trust and confidence develops.

People seldom modify their practices because they are threatened. They modify their behaviour as they are given support to deal with their problems and are challenged to think about their difficulties.

LEADERSHIP

A leader helps the group by (a) furthering the definition of the groups purpose, -

- (b) facilitating the interpretation of the purpose into practical goals,
- (c) helping to clarify the assignment of responsibilities.
- (d) guiding the process of planning,
- (e) opening up the potentials of available resources,
- (f) keeping operations consistent with the purposes and goals,
- (g) supporting action and change as needed,
- (h) sponsoring evaluation of efforts and results,

TYPES OF LEADERS

laissez-faire: leader does less work - democratic and tended to be slightly less productive than those under an authoritarian leader.

Authoritarian: leader tends to be more dependent upon and to demand more attention from the ^{group} leader. The democratic leader shows more group initiative to start new work or to continue with work already under way. Democratic system favoured in morale, group unity and coping with aggressive feelings.

THE CAMPUS SITUATION

The Student's Representative Council: this is the highest policy-forming organ on the campus. All other societies on the campus must seek the approval of the SRC for recognition. All such recognised

societies become sub-committees of the SRC.

This is the process of decentralisation. The SRC is there to coordinate and it delegates some of its tasks to the sub-committees.

SASO Local Committee: Where the SRC is centrally affiliated to SASO then the SASO local committee becomes a sub-committee of the SRC. Because of the system of central affiliation, all the students thus become members of SASO (others more active than others) However every student must be exposed to the black consciousness philosophy and be able to take part in whatever benefits SASO offers. The SRC is not always accessible to all the students and with the amount of work on its shoulders already campus organisation becomes the responsibility of the SASO Local Committee.

In organising a campus regard must be had to the aims and objects of SASO SRC, policy and the general needs of the students body. These can be summarised as (1) Contact with other black campuses (2) Student benefits and amenities. (3) Social and cultural concepts (4) Publications (5) Fundraising.

These are all interest spheres which every committee must cover. SASO Local Executive Committee may consist of the Chairman of all the sub-committees, Secretary, Treasurer and the Chairman of all the sub-committees.

The SRC delegate may be to any of the portfolios.

Their duty should entail coordinating the activities of all the sub-committees, to keep liaison between the SRC and the students and also to keep contact with the head-office from time to time.

The sub-committee of 3 members each shall be

1. Student Benefits and Amenities: looking after the needs of students loans, bursaries etc.
2. Publications: to collect 'campus news' for the SASO news letter Press clippings and setting up a library of relevant literature
3. Social Concerns and Cultural: work-camps, tuition, organising poetry-reading and other relevant cultural concern.
4. Finance: Fund-raising and Budgetting.

Hostels:

Representatives or ambassadors must be found in every hostel. His duty will be to acquaint all members of the block with SASO policy, disseminate SASO publications and interest students in further reading planned community camps and payment of financial contributions

see diagram (iii)